



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4101 West Hardy Road, Tucson, AZ 85742

Marana Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Jane M D'Amore
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
Web Address : www.maranausd.org/tm
Phone Number : (520) 579-4630
Fax Number : (520) 579-4646
E-mail : j.m.damore@maranausd.org

Mission

Our mission is to provide students with instruction grounded in standards-based curriculum, promote lifelong learning and foster a strong academic foundation that empowers each student to develop a personal vision and plan for their future. Tortolita focuses on the on the health and well-being of the whole child by incorporating curriculum that addresses student's emotional, social and health needs.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Ü Tortolita will provide standards-based instruction in a variety of modalities. Our staff is committed to providing each student the opportunity to achieve curriculum standards and successfully meet and exceed Arizona State Standards.
- Ü Tortolita will foster a disciplined environment conducive to learning. Students will practice good decision-making while demonstrating model school citizenship skills.
- Ü Tortolita will provide a wide variety of student-centered activities to foster social and emotional development including after school academic and social programs, sports competitions and events, and community sponsored learning activities.
- Ü Tortolita will provide opportunities for service learning and community outreach for all students to promote social responsibility and civic duty.

Enrollment

October 1, 2005 School Year Student Enrollment : 1076
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 62

Instructional Programs

- Ü Standards-Based Instruction
- Ü Integrated Curriculum
- Ü On-site Special Education
- Ü Gifted Education
- Ü Teaming Model
- Ü Middle School Philosophy
- Ü Research-Based Instruction
- Ü Content Area Reading Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 6 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Tortolita takes pride in maintaining parent/school communication. Our team-centered organizational structure guarantees an optimal learning environment. Teams continually evaluate and assess student progress, and parent communication is a priority. We also provide continuous updates on progress and assessment through on-line assessment data information and an award winning school website designed to keep parents informed.

Parents

Parents must provide their child with a stable, nurturing home environment. We reinforce the importance of regular school attendance. Parents are encouraged to volunteer at school and attend school events. Our parents are involved in district and school level parent organizations which meet the first Monday of each month. Parents are also encouraged to connect with community partners to advocate for and model safe, healthy parent/child interactions.

Transportation Policy

Marana district encompasses 550 square miles. Our drivers receive training beyond state requirements. Every effort is made to transport students to and from school in a safe and timely manner. We provide special transportation services for special needs students. We also provide transportation to educational field trips, athletic competitions, music festivals and events and club sponsored activities. We believe students should be exposed to a variety of diverse events and experiences.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Top Ten Arizona Teacher of the Year	2003
Ü Arizona Technology in Ed Most Outstanding Website	2004
Ü National Blue Ribbon Award for Excellence	2000
Ü O.M. Hartzell Award for Excellence in Music Education	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	541	1039	78546	100	96	97	554	552	543	7	8	15	16	17	18	61	61	52	16	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	284	543	38645	99	96	98	556	553	545	6	7	13	14	15	18	63	65	54	16	14	15
Male	257	495	39792	100	95	97	551	551	542	9	8	17	18	19	17	58	57	50	16	16	15
African American	21	34	4205	100	87	97	547	544	524	5	9	22	14	21	22	67	53	49	14	18	7
Hispanic	136	264	31177	100	97	97	550	544	524	10	11	22	17	20	23	59	58	48	14	11	7
Asian/Pacific Islander	14	24	1940	100	100	99	564	569	580	NA	4	5	14	8	9	64	58	53	21	29	33
American Indian/Alaskan Native	NC	13	4689	NC	81	95	NC	535	515	NC	23	28	NC	23	25	NC	46	43	NC	8	4
White	367	704	36450	100	96	97	555	555	563	7	6	7	16	15	12	61	63	57	16	16	23
Students with Disabilities	81	117	8093	99	75	82	503	505	489	36	31	50	28	35	24	33	30	23	2	4	2
Students without Disabilities	460	922	70453	100	99	100	563	558	549	2	5	11	14	14	17	65	65	56	18	16	16
Limited English Proficient Students	12	28	9323	100	90	94	518	506	491	17	32	47	33	32	28	50	36	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	119	276	34694	100	91	96	545	535	524	7	12	23	28	27	23	54	53	48	12	8	7
Non-Economically Disadvantaged	422	763	43852	100	98	99	556	558	559	8	6	10	13	13	13	63	64	56	17	17	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	540	1059	79045	100	98	98	527	521	512	5	5	10	18	22	25	68	65	58	10	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	285	552	38860	100	98	98	537	530	519	3	4	7	12	16	22	74	71	62	12	9	8
Male	255	506	40075	100	97	97	516	513	505	6	6	12	25	29	28	61	58	54	8	7	6
African American	21	36	4250	100	92	98	535	523	500	NA	11	12	14	17	31	81	67	54	5	6	3
Hispanic	135	266	31314	100	97	98	521	511	493	7	8	16	20	26	34	65	61	48	8	5	2
Asian/Pacific Islander	14	24	1949	100	100	99	531	542	536	NA	4	4	7	4	15	86	75	66	7	17	15
American Indian/Alaskan Native	NC	15	4719	NC	94	96	NC	505	489	NC	7	15	NC	40	39	NC	53	45	NC	NA	2
White	367	718	36730	100	98	98	529	525	532	4	4	4	18	21	16	67	66	68	11	9	12
Students with Disabilities	80	135	8552	98	87	87	478	478	463	24	22	35	43	44	40	34	34	23	NA	NA	1
Students without Disabilities	460	924	70493	100	100	100	535	528	517	1	2	7	13	19	24	74	69	62	12	9	8
Limited English Proficient Students	12	28	9355	100	90	95	457	454	456	25	32	37	58	54	48	17	14	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	119	284	34922	100	94	96	511	503	493	7	10	15	31	34	34	55	52	48	7	4	3
Non-Economically Disadvantaged	421	775	44123	100	99	99	532	528	527	4	3	6	14	18	18	71	70	66	11	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	542	1067	79657	100	98	99	580	575	566	1	2	3	6	5	8	91	91	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	284	557	39120	99	99	99	593	588	580	1	1	2	3	2	4	93	94	92	3	2	2
Male	258	509	40423	100	98	98	566	561	553	2	3	5	9	9	12	88	88	83	1	1	1
African American	22	39	4290	100	100	99	588	580	560	NA	3	4	5	5	9	91	90	86	5	3	1
Hispanic	135	265	31642	100	97	99	579	571	552	NA	2	5	7	6	11	93	92	84	NA	1	0
Asian/Pacific Islander	14	24	1948	100	100	99	592	592	589	NA	NA	1	NA	NA	3	100	100	91	NA	NA	4
American Indian/Alaskan Native	NC	15	4760	NC	94	97	NC	565	547	NC	7	5	NC	7	14	NC	87	81	NC	NA	0
White	368	724	36929	100	99	99	580	576	579	2	2	2	6	5	5	89	91	91	3	2	2
Students with Disabilities	81	134	9069	99	86	92	514	519	508	9	7	11	30	28	30	62	63	58	NA	1	1
Students without Disabilities	461	933	70588	100	100	100	592	583	573	0	1	2	2	2	5	96	95	91	3	2	1
Limited English Proficient Students	12	28	9521	100	90	96	555	531	507	NA	7	13	NA	7	24	100	86	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	118	290	35341	99	96	97	573	559	551	2	3	5	6	8	12	89	88	83	3	1	0
Non-Economically Disadvantaged	424	777	44316	100	99	100	582	581	578	1	1	2	6	5	5	91	92	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	518	1010	78400	99	96	97	574	565	554	10	13	21	15	17	19	57	57	47	18	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	268	497	38686	99	97	98	574	565	554	10	12	20	16	19	20	57	57	49	17	12	12
Male	250	513	39636	98	95	96	574	564	554	11	15	23	13	15	18	57	57	46	19	13	13
African American	19	42	4193	95	95	97	549	556	533	16	12	32	32	26	23	47	52	40	5	10	5
Hispanic	132	242	30732	100	97	97	557	549	534	20	23	31	19	21	24	46	47	40	15	10	5
Asian/Pacific Islander	12	23	1827	100	100	99	578	570	594	8	4	8	17	26	12	58	57	49	17	13	31
American Indian/Alaskan Native	NC	16	4536	NC	94	95	NC	572	528	NC	19	35	NC	NA	25	NC	56	37	NC	25	4
White	347	687	37038	99	96	97	581	571	575	7	10	11	13	15	14	61	60	56	19	14	19
Students with Disabilities	45	95	7840	83	73	81	531	526	498	38	36	60	13	18	18	44	44	20	4	2	2
Students without Disabilities	473	915	70560	100	99	99	578	568	560	8	11	17	15	17	19	58	58	50	19	14	14
Limited English Proficient Students	11	23	8956	100	96	95	500	505	502	82	74	56	NA	4	25	18	22	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	96	240	33014	98	92	95	558	548	534	20	21	31	20	21	24	46	50	40	15	7	5
Non-Economically Disadvantaged	422	770	45386	99	97	99	578	570	569	8	11	15	14	16	15	59	59	52	19	15	18

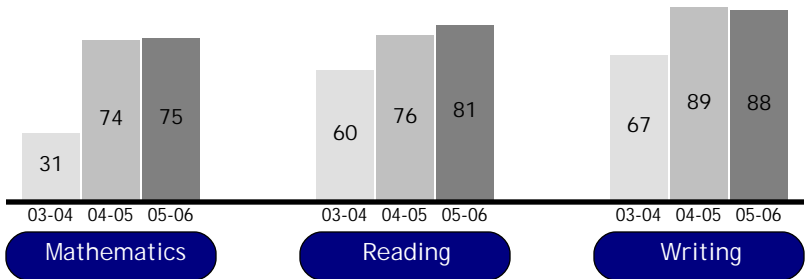
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	525	1040	79179	100	99	98	539	531	519	3	5	11	17	22	27	74	68	58	7	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	271	509	38974	100	99	99	547	537	524	2	3	8	13	19	25	77	71	61	8	7	5
Male	254	530	40124	100	98	97	531	524	513	4	8	13	21	24	28	70	65	54	5	4	4
African American	19	43	4243	95	98	98	521	523	506	NA	2	14	37	33	32	63	60	51	NA	5	3
Hispanic	133	247	30987	100	99	98	521	517	498	5	7	17	25	30	36	68	60	45	2	3	1
Asian/Pacific Islander	12	23	1832	100	100	99	543	531	543	NA	NA	4	25	30	17	67	65	69	8	4	10
American Indian/Alaskan Native	NC	17	4573	NC	100	96	NC	523	494	NC	12	16	NC	18	41	NC	71	42	NC	NA	1
White	353	710	37467	100	99	98	546	536	539	3	5	5	13	18	17	76	71	70	9	6	8
Students with Disabilities	53	126	8567	98	97	88	491	483	467	21	26	39	32	37	38	47	37	22	NA	NA	1
Students without Disabilities	472	914	70612	100	99	99	544	536	524	1	2	7	15	20	25	76	72	62	7	6	5
Limited English Proficient Students	11	26	9013	100	100	95	468	469	461	36	38	40	45	46	48	18	15	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	97	252	33345	99	97	96	522	514	499	6	10	17	26	32	36	66	57	46	2	2	1
Non-Economically Disadvantaged	428	788	45834	100	100	99	543	536	533	2	4	7	15	18	19	75	71	67	8	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	523	1043	79734	100	99	99	569	567	554	1	2	3	11	12	19	88	86	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	271	508	39243	100	99	99	580	579	568	0	1	2	5	6	12	94	93	85	0	0	1
Male	252	534	40413	99	99	98	557	556	541	1	3	4	17	17	26	82	80	70	0	0	0
African American	19	43	4285	95	98	99	560	570	548	NA	NA	3	11	14	22	89	86	74	NA	NA	0
Hispanic	132	249	31254	100	100	99	562	561	539	NA	2	5	14	14	25	86	84	70	NA	0	0
Asian/Pacific Islander	12	23	1837	100	100	99	590	577	579	NA	NA	1	8	17	9	83	78	87	8	4	2
American Indian/Alaskan Native	NC	16	4613	NC	94	97	NC	567	535	NC	NA	4	NC	25	29	NC	75	67	NC	NA	0
White	352	712	37668	100	99	99	570	569	569	1	2	1	9	10	13	89	87	85	0	0	1
Students with Disabilities	52	125	8943	96	96	92	522	513	495	4	11	11	37	37	51	60	52	38	NA	NA	1
Students without Disabilities	471	918	70791	100	100	100	573	573	561	0	1	2	8	8	15	91	91	83	0	0	0
Limited English Proficient Students	11	26	9138	100	100	97	524	502	492	NA	12	13	55	46	46	45	42	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	96	250	33718	98	96	97	562	559	538	NA	3	5	14	15	26	86	82	69	NA	NA	0
Non-Economically Disadvantaged	427	793	46016	100	100	100	570	570	567	1	2	2	10	11	14	89	87	84	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	62	NA	54	99	59	55	50	100	63	59	54
	Language	98	61	59	58	99	60	57	52	100	67	65	58
	Mathematics	99	67	63	62	99	58	55	50	100	58	58	54
8	Reading	98	61	NA	55	99	59	54	51	100	70	65	58
	Language	99	57	56	52	99	56	52	50	100	65	61	56
	Mathematics	99	69	65	61	99	62	57	53	98	70	65	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 8 Teacher(s)
 1 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

ü Instructional Strategies
 ü Curriculum Development
 ü School Safety Issues
 ü Community Relations
 ü Scheduling and Long-Term Planning
 ü Team decision-making

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	8	4	0	0
7 to 9 years	13	2	0	0
10 or more years	18	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	202
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

ü Three Computer Labs	ü Internet Research Lab
ü Library and Multimedia Lab	ü Cougar's Den Alternative Classroom

Extracurricular Activities

ü Fine Arts/Drama/Band/Orchestra/Choir/Art	ü Kiwanis Sponsored Builders Club
ü Computer/Technology Club	ü After School Homework Haven
ü Student Council/Spanish Club	ü After School Tutorial
ü National Junior Honor Society	

Social Services

ü Peer Mediation	ü Group Counseling Sessions
ü Crisis Intervention/DARE Officer	ü Individual Intervention Counseling
ü School Safety Probation Officer	ü Community Sponsored Group Counseling
ü Lunch Program/Advisor-Advisee Program	ü District Social/Mental Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Created an on-site alternative program for at-risk students that integrates technology and basic skills. Students are assessed using a standards-based reporting system and participate in Service Learning activities as part of their curriculum.
- Ü Tortolita implemented a new schedule which integrates reading across the curriculum and a reading literacy program. Teachers teach reading daily through an integrated approach that promotes reading for understanding and reinforces reading standards.
- Ü Tortolita created a student directed website which won a state level award for it's interactive and informative services. It provides a board range of information and services to parents and students.
- Ü Tortolita's music program continues to be honored with superior distinctions in band, orchestra and choir. Our extensive program has been honored at both state and local levels for it's creative, excelling performances.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our staff is trained in various positive discipline techniques. Our team philosophy utilizes a collaborative and consistent method of developing behavior interventions that redirect and change behavior. We encourage the use of mentoring programs for students and have an alternative school for students at risk of academic failure. We have 'Teen Court,' a probation officer and a school DARE officer. Our total number of serious incidents on campus has steadily decreased over the past four years.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

42

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jane D'Amore	(520) 579-4600
Transportation Policy	Don Powers	(520) 682-4787
Community Resources	Tamara Crawley	(520) 616-4526
School Nutrition Programs	Judie Crawford	(520) 682-4770
Parent Organization	Theresa Mace	(520) 579-4600
Student Health/Nurse	Judie Crawford	(520) 682-4770

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.